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AUTHOR Cage, Bob N.; And Others
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ABSTRACT

This manual presents a viable school program for grades K-12 to help reduce the number of school dropouts. Characteristics of potential dropouts and alternative programs to meet the needs of these students are given. Although this manual is divided into sections for elementary (K-6) and secondary (7-12) school students, many of the ideas presented are appropriate for either of the two grade spans. Section A is devoted to grades K-6 and includes discussions on nonattendance in elementary school and on identifying the poorly adjusted child. The Elementary School Pupil Adjustment Scale (ESPAS) is recommended for use by teachers to help in identifying potential dropouts in grades K-3, and the Dropout Alert Scale (DAS) is recommended for use in grades 4-6. A list of 15 potential dropout characteristics is provided and a dropout prevention program for elementary students is outlined. Section B is devoted to grades 7-12 and includes discussions on 16 characteristics of potential dropouts and the use of the DAS to identify them, recommendations for changing the behavior of potential dropouts; an alternative classroom for potential dropouts with discipline problems; a dropout prevention program; and a plan for helping dropouts make a start in the outside world. Appendices contain the ESPAS form with instructions for use, the DAS form and scoring key, and the School Sentiment Index for secondary school students. (NRB)

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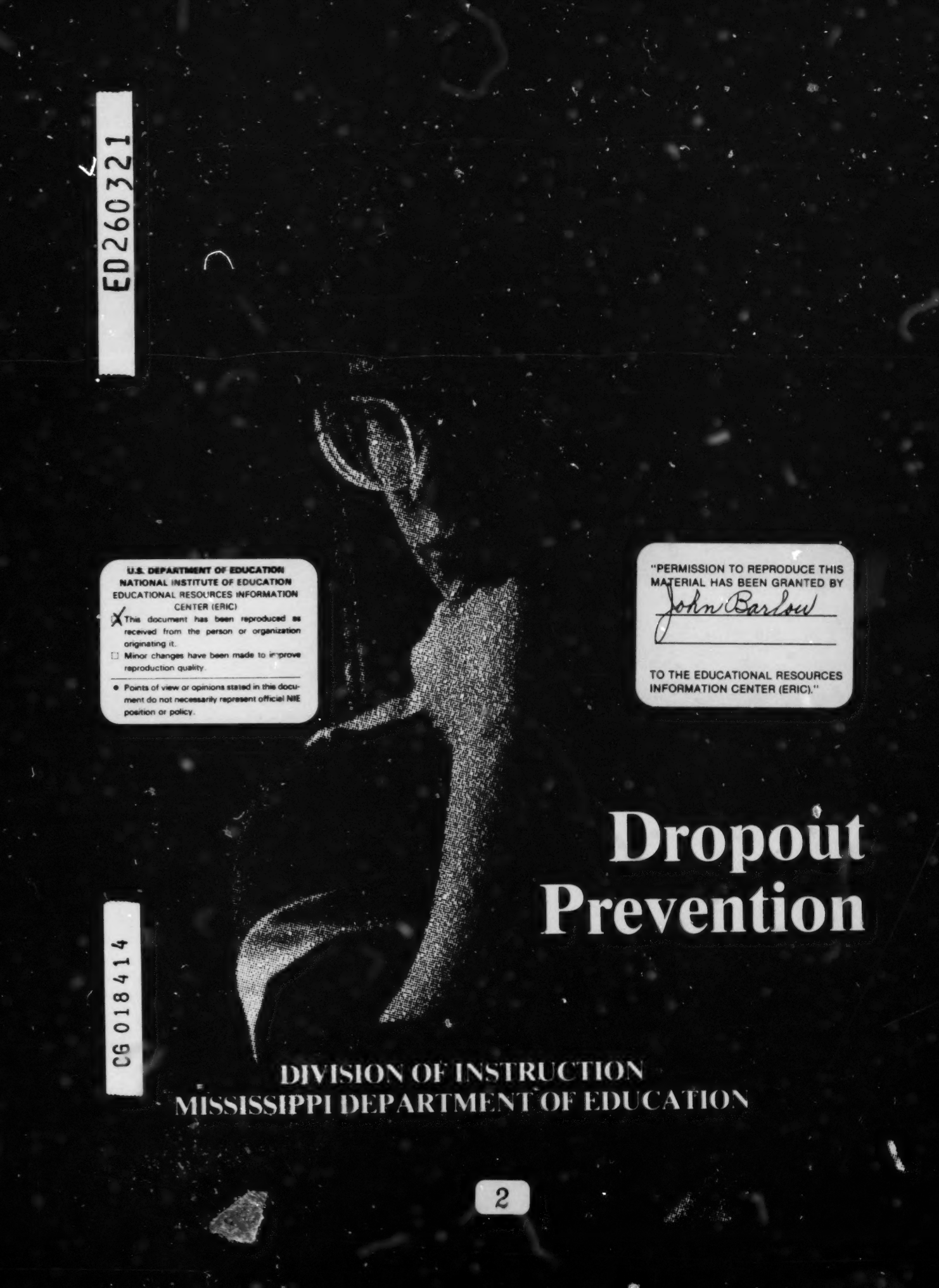

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Dropout Prevention

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DIVISION OF INSTRUCTION
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DROPOUT PREVENTION

DIVISION OF INSTRUCTION
MISSISSIPPI STATE
DEPARTMENT OF EDUCATION

Prepared by
Bureau of Educational Research
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June, 1984

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ACKNOWLEDGEMENTS

STATE DEPARTMENT OF EDUCATION STAFF:

Ralph Brewer, Director, Division of Instruction

Jack Gunn, Deputy Director, Division of Instruction

Alan W. Evans, Assistant Director, Division of Instruction

Sandra Nicola Evans, Instructional Consultant

Clyde Hatten, Supervisor, Chapter 2

James Parkman, Career Education Coordinator

Charles Saul, Instructional Consultant

WRITTEN BY:

Bob N. Cage, Project Consultant

PROJECT DIRECTOR:

Sandra Nicola Evans

RESEARCHERS/WRITERS:

Kenneth Bender
Grady Harlan
Dorothy Henderson
Andrea Sizemore
Dudley Sykes
Leslie Bingham
Janice Meek

STATE TASK FORCE MEMBERS:

Jim Bennett, Principal, Jackson Municipal Separate School District

Leslie Daniels, Principal, McComb Municipal Separate School District

Hosea Grisham, Superintendent, North Panola Consolidated School District

Nellie Hutchinson, Director, Governor's Commission for Children

Sara May, Principal, Newton Municipal Separate School District

Lois Stevens, Guidance Counselor, Grenada Municipal Separate School District

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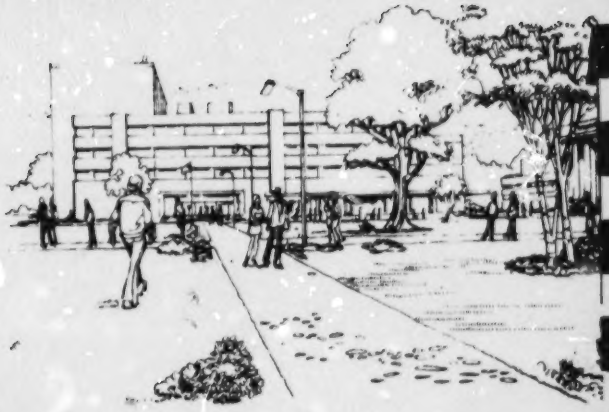
PREFACE

This Manual was prepared under Letter of Agreement by and between the Bureau of Educational Research, The University of Mississippi, University, Mississippi, and the Mississippi State Department of Education, Division of Instruction, Jackson, Mississippi. Funds for this publication were provided through the Educational Reform Act of 1982.

The program outlined in this publication is a compendium of the best research on the prevention of dropouts and samples of programs that are currently used in Mississippi and throughout the nation. The ideas presented are done so with the knowledge of a reduced budget for educational innovations presently available. It is the hope of the writers that many of the ideas can be implemented and that results can be attained, even with a stringent budget.



Who Is A DROPOUT?

FOREWORD

During the 1982-83 school year, 11,862 students in Mississippi public schools were reported as school dropouts. Even though this number is steadily decreasing (down from 16,716 dropouts in 1976-77), the rate of dropouts as a percent of enrollment continues to remain very high. The dropout rate is estimated between 50 and 60 percent when calculated on the percent of first grade students who do not graduate 12 years later. With no compulsory attendance law for Mississippi schools between 1964 and 1983, exact statistics on numbers of dropouts have been difficult to determine.

In preparing for the development of this Manual, the Bureau of Educational Research surveyed all the school districts in the State as to their current dropout prevention programs or activities. Of the 124 responses, 109 districts (88%) indicated they had no formal or informal program for dealing with potential dropouts. Of the 15 school districts which indicated having a program, none were described as formal. All of the 15 school districts called daily on the telephone the home of each absentee. Twelve of the 15 districts had a staff member who visited periodically the home of the potential dropout. The home visitors were most often counselors, assistant principals or attendance officers.

One school district has an alternative school for truants and severe discipline problems. One school district uses the County Juvenile Center for counseling potential dropouts. One other school reported the use of

an in-school suspension program.

The State Department of Education publication "School Dropouts by Reason" has consistently reported for the past 10 years that of the known reasons students give for leaving school, the one most named was "disliked school experience." In order to change that disposition a systematic way is needed to meet the needs of the potential dropout and to reduce the rate of dropping out. This Manual is an attempt to provide a viable school program to help reduce the number of school dropouts. Characteristics of potential dropouts and alternative programs to meet the needs of these students are given.

The Manual is divided into two major sections. Section A is devoted to Kindergarten through grade 6; Section B to grade 7 through grade 12. Many of the ideas presented are appropriate for either of the two grade spans.

INTRODUCTION

For the purpose of this Manual, the definition of a dropout is as follows:

> A pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term "dropout" is used most often to designate an elementary or secondary pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (Grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his/her dropping out occurs during or between regular school terms, whether his/her dropping out occurs before or after she/he has passed the compulsory school attendance age and, where applicable, whether or not she/he has completed a minimum required amount of school work. (Putnam, 1980)

Although the term dropout usually suggests failure, many students leave school as an alternate route to success. Some leave high school specifically to continue their formal education in a community college, vocational school, or in a training program. Some youth purposely continue their education or training at a later time in life.

Students may leave school to work or travel. The decision to drop out may be a well thought out step in a personal career plan. The U. S. Office of Occupational Planning's "Early School Leavers: Position Paper" (1978) indicated that:

> Many students who drop out do so not because of a feeling of failure in school, but because they feel they can do better in

another situation than they can in school. In other words, they can achieve more control over their own destinies and exercise their skills in the world of work or on the street. (p.3).

National studies, studies from other states and local statistics, however, all show a consistent high unemployment rate for dropouts. In 1979, the national unemployment rate for 18-24 year old high school graduates was 8.6 percent; for dropouts, 19 percent. Dropouts have a 120 percent higher rate of unemployment than high school graduates (Monthly Labor Review, September, 1980). The unemployment rate for high school dropouts jumped from 19 percent at the end of 1979 to 25.3 percent at the end of 1980, while the unemployment rate for high school graduates rose to 13.9 percent for the same period (Monthly Labor Review, September, 1981). Dropouts are limited by the types of jobs available to them. Across the nation, many employers, apprenticeship programs and the military are unwilling to take high school dropouts.

It is apparent that schools need to offer an educational experience that will maintain student participation in an educational process. Administrators and teachers need to know the warning signs of potential dropouts, how to ascertain the particular problems of potential dropouts and how to implement a program to overcome these problems. This is the purpose of this Manual. Following the suggestions outlined herein should help reduce the number of dropouts, increase the average daily attendance and put fewer people into society that cannot adequately provide for themselves.

A. GRADES K-6

I. NONATTENDANCE IN ELEMENTARY SCHOOL

The problem of nonattendance and its relationship to potential dropouts begins in the elementary grades. Children who do not attend school in the early grades are much more likely not to finish high school. This rationale was instrumental in the 1983 passage of the School Attendance Law which will require by 1989 that all children 13 years of age and under to be enrolled and attending school.

The law states that in "each school year after 1983-1984, one (1) year of age shall be added to the age of pupils who shall be required to attend school as herein above provided, so that by the school year 1989-1990, every child who shall be between the ages specified in this subsection shall attend school as herein above required."

Nonattendance is also highly related to poor achievement in the elementary grades. The research is mixed, however, as to whether high absenteeism causes poorer achievement or whether poor achievement causes higher absenteeism. Regardless of which, the two characteristics are related and schools must deal with both. Regular attenders are more likely to be promoted, however, when achievement scores are borderline. Likewise, children who have difficulty coping with school in the early years are more likely to have excessive absences in high school. (Barth, 1984)

Schools and teachers suffer several consequences when young ch..dren

are not in school. School work needs to be made up and this means extra work for teachers. Schools receive minimum foundation funds based upon average daily attendance and when children are not in school these funds decrease. Vandalism to school property is most often done by nonattenders and students disinterested in school.

The communities in which high nonattendance rates are prevalent also suffer. Children who become accustomed to avoiding their "first work place" often learn not to attend other work sites as well. Nonattending students more often turn to delinquency after they are grown and without the basic competencies of life become a burden to their community.

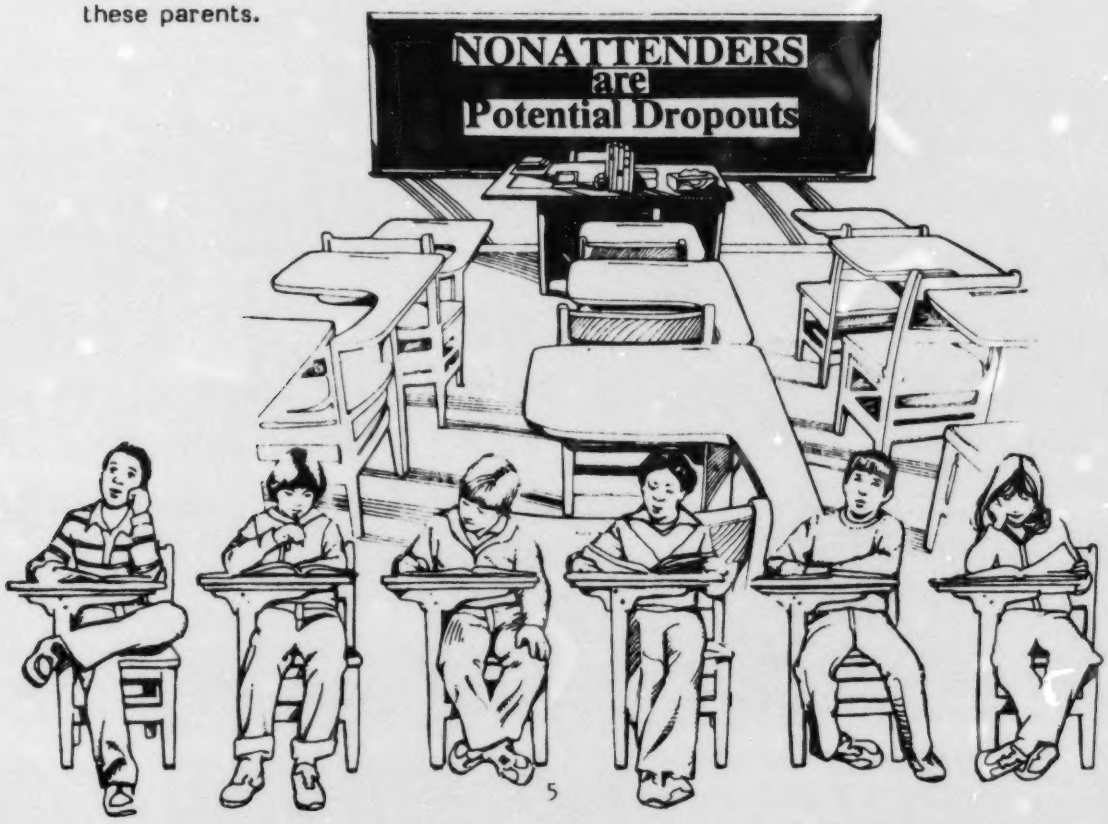
Rutter and Associates' (1979) study of characteristics in a wide range of schools showed attendance levels at their highest for schools that: (1) gave homework often; (2) had high expectations for student achievement (regardless of childrens' abilities); (3) displayed childrens' work; (4) planned the curriculum by group rather than by classroom; and (5) had higher total teaching time and fewer auxiliary activities. Alternately, the size of the school, the age of the school building, the provisions for staff and class size had no direct effect on attendance.

The performance of teachers in the classroom also encourages or discourages attendance according to Moos and Moos (1982). Research shows that attendance is higher in classes where teachers: (1) give frequent praise for good work and behavior; (2) interact with the class as a whole; (3) minimize class disruption from reprimands; (4) use open-ended questions; (5) provide success for all students; (6) offer support for learning; and (7) avoid corporal punishment.

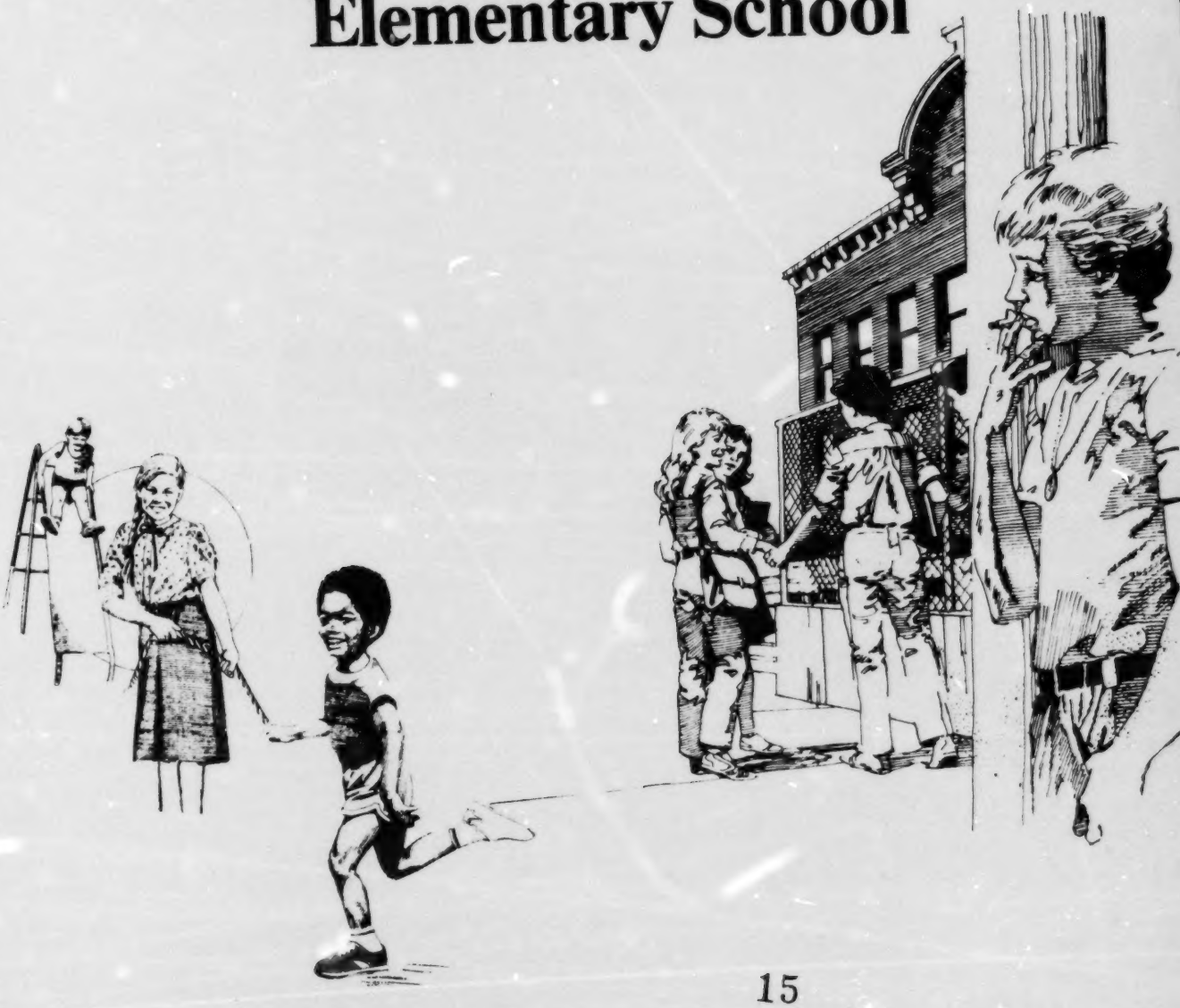
As mentioned above, a student's poor academic performance in

school signals a potential dropout. The student who fails a grade or who is not promoted for academic or disciplinary reasons has a high probability of dropping out. Often referred to as social promotion, the practice of passing a student to the next grade when the student has not mastered the work necessary to achieve at that level also supports conditions that lead to dropping out of school.

Parents or other family members should be notified as soon as possible of a child's absence from school or poor work in school. A parent conference should be called to discuss the problem. Parents may well need advice on how to encourage their child to attend school and to stay in school. Because children who dislike attending school are generally vulnerable to school stresses and are likely to be subject to nonattending, school counselors or social workers need to work very closely with these parents.



- **One Is Never Too Young To Be A Dropout**
- **A Dropout Prevention Program Must Begin In The Elementary School**



II. IDENTIFYING THE POORLY ADJUSTED CHILD

Teachers in the early grades (K-3) often need an objective measure to support their feelings about a child who they suspect to be adjusting poorly to school. An instrument entitled the Elementary School Pupil Adjustment Scale (ESPAS) is presented in Appendix A and is recommended for use by teachers. The form is a teacher perceived instrument and may be filled out by a teacher or a teacher assistant. The instrument identifies those characteristics that are related to poor pupil adjustment to school and is predictive of nonattenders and potential dropouts.

Teachers in grades four through six are encouraged to use the Dropout Alert Scale given in Appendix B. This instrument is used most often at the high school level but is appropriate for use in the upper elementary grades as well. The instrument is based on characteristics found in high school age potential dropouts, however, many of these characteristics can be found in elementary school children as well.

Several research studies have shown that the dropout problem is a complex matter resulting from factors which begin in the elementary school (McCloud, 1968). Because of these factors, teachers of potential dropouts must work together, each making a unique and necessary contribution to the concerted effort of reducing the rate of early school leaving. One way of doing this is to be aware of those characteristics

exhibited by potential school leavers. A knowledge of these characteristics will help the teacher's awareness of the problem and assist the teacher in solving the problem.

The following is a list of these characteristics.

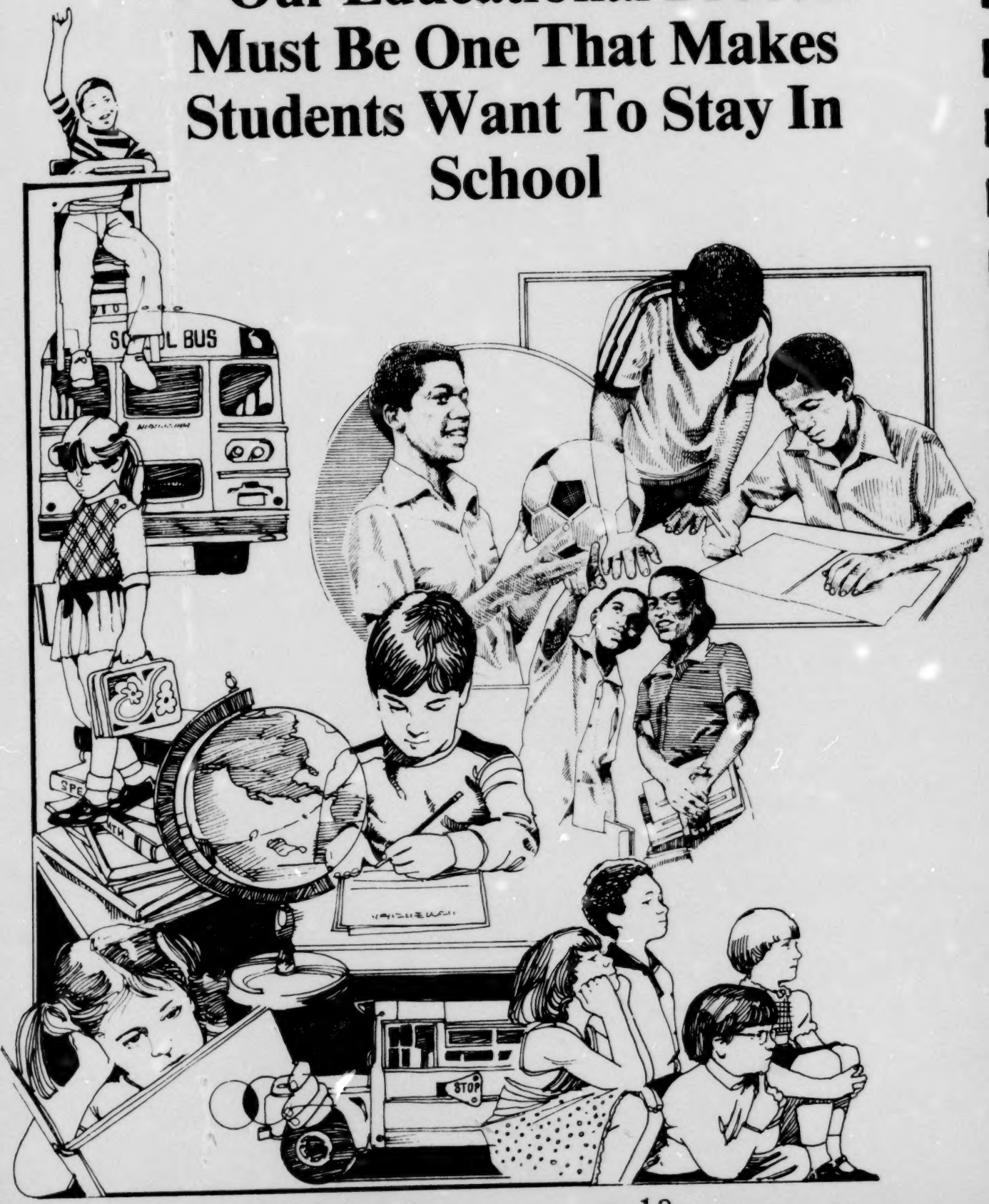
1. Age - if student is two or more years older than his/her classmates
2. Grade level - if student is one or more years behind in grade level
3. Academic aptitude - if student has an I.Q. of 90 or below
4. Achievement/course grades - if student has made D's or F's in two or more subjects in this or previous years
5. Interest in school work - if student shows a definite disinterest in school work, eg., does not do homework, says he/she does not like school, does not offer to respond in class
6. Ability to read - if student is two or more years below reading level
7. Parental attitude toward school - if parent(s) do not care whether child stays in school
8. General adjustment to school - if student has a general negative feeling toward school, eg., indicates he/she has few or no friends, believes teachers are not fair, does not wish to participate in school activities
9. Participation in out-of-school activities - if student does not belong to out-of-school organizations, eg., Boy Scouts, 4-H, church groups, summer sports programs
10. School attendance - if student has chronic absenteeism, eg., 20 or more days absent per year from school
11. Acceptance by other pupils - if student perceives that he/she is not liked or accepted by other students, ie.,

has no personal friends

12. Family size - if student has five or more siblings
13. Educational level of the mother - if mother dropped out of school at grade eight or earlier
14. Educational level of the father - if father dropped out of school at grade eight or earlier
15. Health - if student is often absent due to ill health and/or fatigues easily in school

A knowledge of these characteristics, the use of the DAS, and a concerted effort to keep students in school is the major focus at the elementary school level.

- **Our Educational Process Must Be One That Makes Students Want To Stay In School**



III. RECOMMENDED PROGRAM FOR ELEMENTARY SCHOOL CHILDREN

To combat nonattendance and poor adjustment of elementary school children is of primary importance to teachers in the implementation of a potential dropout prevention program. The attitudes and habits that lead to dropping out of school are often formed in the elementary school years. The educational experiences in the elementary grades need to be positive, need to emphasize desirable learning behaviors and must be flexible enough to permit all children to have a successful experience.

A strong educational program should meet the needs of most students. A strong program requires that teachers thoroughly understand the problems of the current society, eg., one parent families, low socio-economic families, two working parents, etc. Poor achievement, lack of motivation, and a general dislike of school are related problems that teachers and school administrators must deal with when implementing a dropout prevention program.

The faculty and administration of an elementary school must take directed action to substantially reduce the number of pupils who are potential dropouts. The following components of a directed intervention program are recommended for consideration and implementation. If the problems faced by potential dropouts are understood by the school and

solutions are applied to the problem, a successful program can be installed.

Dropout Prevention Program

Component 1. Understand the scope of the problem in your school. With the use of the Elementary School Pupil Adjustment Scale (ESPAS) and the Dropout Alert Scale (DAS) students who exhibit the developing characteristics of a potential dropout can be identified. A careful analysis of the students who score high on these instruments may also show that they possess several of the potential dropout characteristics given previously. The use of these data, as well as input from teachers and parents, should provide clues as to the programs that might be initiated to offset these developing negative characteristics.

Component 2. Provide inservice to school staff for the implementation of a dropout prevention program. With the use of the accompanying Dropout Prevention Program Inservice Manual, faculty and staff should participate in staff development activities which provide instruction and guidelines for program innovation to reduce the number of potential dropouts. Administrators are expected to take the lead in providing commitment to the program. Faculty and staff are expected to commit to the delivery of the program so that fewer students become dropouts.

Component 3. Provide an instructional program which minimizes the development of potential dropouts. The instructional program which does not address the appropriate developmental level of the learner will, over a period of time, produce the various negative characteristics associated with potential dropouts. A failing student who is taught the same material in

the same way will most likely fail again. Instructional programs must be designed to provide alternative paths to the same goal. Children who have characteristics such as: (1) low reading ability; (2) poor grades; (3) disinterest in school; (4) poor self-concept; (5) lack of esteem by peers; and (6) chronic absenteeism must be dealt with in a different way than the normal child. Change in the instructional program at the elementary level is imperative if the needs of the potential dropout are to be met. The concepts of mastery learning and time on task must be invoked. Attention must be provided to the learner so that a reasonable degree of success experiences are accumulated. The basic skills and the sequential steps of learning are examples of the basic education foundation needed by all students. Herein lies the basic tenet of a successful dropout prevention program at the elementary level. At the same time, this component may be the most difficult to achieve as it requires first accepting that instructionally what is currently happening may not be the most effective. And, second, developing new and alternative approaches to the teaching/learning process is time consuming and may not be viewed as necessary by all staff members. However, until meaningful instruction is implemented to specifically attack the known dropout characteristics, a potential dropout intervention program will have only a limited effect on the problem.

Component 4. Involve parents early in the educational process of their children. Appropriate school personnel should meet with parents of prospective first grade or kindergarten children. The meeting should take place prior to the fall enrollment, perhaps at registration time. School personnel should discuss with the parents the feeling they and their children may have when the children go to school for the first time. These feelings, known as separation responses, are normal and are held

by most parents when their children leave home for the first time. If parents show fear or concern with the separation, children are more likely to want to stay home. Parents need to be counseled on how to reinforce their children's attendance at school.

Component 5. Initiate aggressive attendance policies and procedures for maintaining maximum instructional time for learning. Parents need to know that the school is concerned about non-attendance. The school's policy on nonattendance and the dropout prevention program should be given to all parents. Telephone calls to parents, at home or work, should be made whenever the child is absent from school.

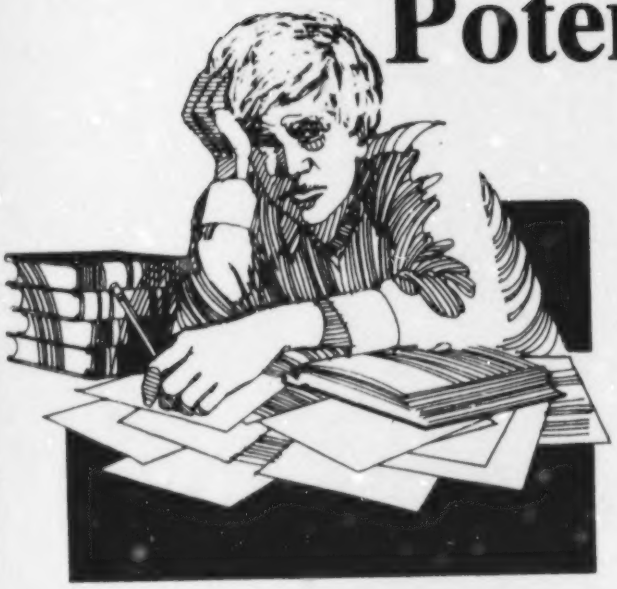
Component 6. Involve the school attendance officer, the family and other school personnel in a mutual effort to break the patterns of non-enrollment and poor attendance which lead to dropping out of school. The school attendance officer can be the coordinating link between the school and the family in providing counseling and referral to community resources, if needed. In order for the school attendance officer to make timely and effective home visits, the school must establish a routine procedure which alerts the attendance officer of excessive absences, home-school problems or other situations that affect attendance. Although attendance officers have legal standing only in regard to children covered under the compulsary attendance law, they can informally work with other students with excessive absences as time permits. The attendance officer needs to be aware of family units who have a record of excessive absenteeism among the children. Working with the entire family may help solve attendance problems with several children at one time.

Undoubtedly, there are other components for an elementary school potential dropout prevention program that could be listed and some appropriate ones are described in Section B of the Manual for grades

7-12. The reader is encouraged to become familiar with that information as well. The elementary potential dropout program is crucial to rectifying the overall dropout syndrome that exists in Mississippi.

Research has indicated that persons can deal with just so much frustration before they seek other means (including avoidance) of coping with the frustration source. When a child comes from a home environment which is conducive to fostering dropout characteristics and is then thrust into a school environment which supports the same or additional known dropout characteristics, the likely outcome is another dropout. The elementary school must take the first steps in breaking this cycle. These steps require (1) an understanding of the problem, (2) providing inservice to school staff concerning a dropout prevention program, (3) restructuring the instructional program, (4) utilizing parent involvement, (5) initiating aggressive attendance policies and procedures, and (6) implementing a sound preventive dropout program.

Consistent Failure Leads To Potential Dropouts



B. GRADES 7-12

I. CHARACTERISTICS OF POTENTIAL DROPOUTS

Certain characteristic symptoms of the potential dropout begin to manifest themselves as early as elementary school. These symptoms become more pronounced as the pupil grows older so that dropouts can be more accurately predicted among ninth graders, for example, than among sixth grade pupils. At the same time, the behavior pattern which leads a pupil toward dropping out becomes more firmly fixed each year, making it increasingly difficult for an intervention process to reverse the sometime accelerating trend (McCloud, 1968).

One of the first steps in developing a Dropout Prevention Program is to make teachers and staff aware of those student characteristics that have been shown to relate to dropping out. The list is given in hierarchical form with the characteristics most highly predictive given first.

1. Age - if student is two or more years older than his/her classmates
2. Grade level - if student is one or more years behind in grade level
3. Academic aptitude - if student has an I.Q. of 90 or below
4. Achievement/course grades - if student has made D's or F's in two or more subjects in this or previous years
5. Interest in school work - if student shows a definite disinterest in school work, eg., does not do homework, says he/she does not like school, does not offer to respond in class

6. Ability tc read - if student is two or more years below reading level
7. Parental attitude toward graduation - if parent(s) do not care whether student finishes school
8. General adjustment to school - if student has a general negative feeling toward school, eg., indicates he/she has few or no friends, believes teachers are not fair, does not participate in any student activities
9. Participation in out-of-school activities - if student does not belong to out-of-school organizations, eg., Boy Scouts, 4-H, church groups, summer sports programs
10. School attendance - if student has chronic absenteeism, eg., 20 or more days absent per year from school
11. Acceptance by other pupils - if student perceives that he/she is not liked or accepted by other students, ie., has no personal friends
12. Family size - if student has five or more siblings
13. Educational level of the mother - if mother dropped out of school at grade eight or earlier
14. Educational level of the father - if father dropped out of school at grade eight or earlier
15. Participation in school activities - if student participates in one or no school activities
16. Health - if student is often absent due to ill health and/or fatigues easily in school

Most of the above items can be detected through the use of the Dropout Alert Scale (DAS) which is given in Appendix B. Some items can be observed in the classroom and other information is available through the student's cumulative file and permanent record. The analysis of the DAS provides a score that is indicative of the dropout potential of the student. If the score falls in the critical area, the administration,

teachers, and staff should begin immediately to work with the student and his/her family to rectify the situation.

The DAS is a research based instrument that has been successfully used in schools throughout the nation. It can be completed in a short time by any student and scored quickly by any staff member. The analysis of results section in Appendix B provides a step-by-step procedure for scoring and interpretation.

Another instrument which is useful in identifying students who dislike their school experience is the School Sentiment Index (SSI) (See Appendix C). The instrument is completed by the students, can be scored easily and provides a good measure of how the student feels about school. The instrument has 82 items and provides a score for each of seven factors. Each factor reflects the student's sentiment toward a particular aspect of the schooling process. The factors of the SSI are:

1. Teacher - Mode of Instruction
2. Teacher - Authority and Control
3. Teacher - Interpersonal Relationship with Students
4. Learning
5. Social Structure and Climate
6. Peer
7. General

Any faculty or staff member can administer the SSI to a student or group of students when the above information is needed. It takes approximately 45 minutes to administer. If a student is a slow reader or non-reader, the staff member may want to read the items to the student.

The information from the SSI is valuable when a student is suspected of being a potential dropout but does not fall in the critical area of the

Dropout Alert Scale. Or, when it is suspected that the student has a negative feeling toward some aspect of school, it can be used to measure one or more of the seven factors. eg., Teacher - Authority and Control, Peer, etc.

The scoring procedures for each factor of the SSI are given in Appendix C. A range of values and an explanation for each of four categories for the seven factors are also provided.

II. RECOMMENDATIONS FOR CHANGING THE BEHAVIOR OF POTENTIAL DROPOUTS

Many of the characteristics that differentiate a potential dropout from a non-dropout are unique for the individual and cannot be readily changed by the school, eg., academic aptitude, parents' educational level, number of siblings, etc. Some of the characteristics, however, are directly related to the school experience and school personnel can have a tremendous impact on changing the behavior of these target students. In addition, it is often necessary for faculty and staff to change their behavior and perceptions of these students. Robbins et al. (1981) listed several conditions that may have to change among school staff members if they are to deal effectively with potential dropouts.

1. School staff members have to become interested in and feel responsible for developing a structure that meets the needs of potential dropouts.
2. School staff members must be willing to allocate time and human resources to develop and implement programs that meet students needs.
3. Those faculty and staff members chosen to work with a potential dropout program must be conducive to an alternative, school program philosophy which is typically non-traditional.
4. Since some potential dropout programs are operated after the regular school day has finished, those school staff members involved must be willing to readjust their school day.

Of the characteristics of potential dropouts listed previously, those directly affected by the school program are: (1) achievement/course grades; (2) interest in school; (3) ability to read; (4) general adjustment to school; (5) school attendance; (6) acceptance by other pupils; and (7) participation in school activities. The following suggestions and ideas are given so that the student's curricula and environment might be adapted to better facilitate his/her success and participation in the overall school program.

Group Counseling with Potential Dropouts

Using the "Dropout Alert Scale," teacher recommendations, counselor and/or other appropriate personnel observations, small groups of six to ten students considered to be potential dropouts should be identified. These students should be salvageable and not past the point where nothing would influence them to remain in school. Some attempt should be made to include students with similar problems and concerns in the same groups. Students who may be such disrupting factors in a small group situation so as to deter the effectiveness of a group may need to be excluded. All students assigned to a group should be scheduled to the same study hall so as to enhance their availability.

A counselor and/or other appropriate personnel should meet with these groups at least once or twice a week for a period of no less than a semester. The purpose of these meetings should be that of providing an opportunity for the potential dropouts to express their own feelings, attitudes and hostilities in a group situation free from adult judgments,

restrictions and advice. The assumption is that in such an acceptant, non-judgmental atmosphere the individual members of the group will gain insights into problems which if instrumental to a student's leaving school, could be alleviated.

The counselor's and/or appropriate person's role in the group sessions should be that of establishing an acceptant, non-judgmental atmosphere (judgments may be made among the students but not by the counselor). Once the proper relationship has been established his/her role should be that of assisting the various members of the group to express their feelings and attitudes and to help the group summarize the general feeling and opinion of the group as a whole. The counselor's opinion should not enter into the discussion. The group leader should assimilate everything said and implied and should communicate it to the members of the group in a way which will provide the members of the group with a better understanding of their own feelings and of the opinions of the group as a whole.

All adult threat should be removed from the group sessions. Peer pressures and the threats which may accompany peer relationships should be allowed to continue, but adult restrictions should be removed from the sessions. An exception to this policy would be that the group leader may discontinue the discussion of given topics if it is obvious that continuing the discussion would be detrimental to maintaining the appropriate atmosphere.

The groups should be organized on a voluntary basis. The members of the group would be invited to attend the first meeting at which time the

purpose of the sessions would be discussed. The members should be given the opportunity to decide whether they wish to participate in the program. However, each must decide to either be in or out and must attend the sessions regularly or not at all. It is the counselor's responsibility to set the stage in such a way that the members of the group will want to at least give the sessions a try. The only discipline to be administered to individual members of the group should be that of expulsion from the group.

The project should be evaluated continually and changes made as it is determined appropriate. If after eight or ten sessions the right relationship is not established within a group, it would be wise to discontinue that group. In some instances, it may be expedient to exclude one or more members of the group in an effort to obtain the desired atmosphere.

Counselor Responsibilities to all Potential Dropouts

The counselor should be especially aware of how he/she relates to potential dropouts whenever he/she has contact with them. Whether the contact is individual or group counseling situations or in informal or incidental associations as in school activities or even in the school corridors, it is important that the counselor attempt to do the following things:

1. Make a special effort to develop an accepting and understanding attitude toward the potential dropout. Attempt to convey that you accept him/her with all limitations even though you may not agree with the behavior or attitude shown on some occasions.

2. Encourage participation in activities whereby the potential dropout can obtain some positive recognition.
3. Whenever possible, give the potential dropout credit for effort in spite of the fact that he/she may not achieve anywhere near the academic standards set for his/her grade level.
4. Assist the potential dropout in every possible way to relate school experiences to life situations.
5. Attempt to get him/her involved in remedial experiences, especially in the area of reading, when appropriate.
6. Help the potential dropout's parents to gain a more realistic understanding of their child and how they can help him/her to become a better adjusted and more effective student.
7. Refer students with special problems to school specialists such as social workers, speech therapists, etc. and to out-of-school agencies.
8. Assist the potential dropout to develop a positive attitude toward school attendance.
9. Emphasize the point that a high school diploma greatly enhances the possibility of success in our society. (Adapted from a paper presented by Jim Ribbeck, 19th Annual meeting of the IGPA Conference, Chicago, Illinois).

Teacher Participation

The attitude of the classroom teacher toward the potential dropout is extremely important when a Dropout Prevention Program is considered. Many of the same responsibilities for the counselor listed above need to be demonstrated by classroom teachers. Especially important is for the teacher to recognize that the student is having difficulty adjusting to the regular school environment. This is not to suggest that the teacher change the environment to meet the needs of the potential dropout; yet

it does suggest that the teacher recognize that he or she may be part of the problem.

Large classes and busy schedules often preclude all teachers of a particular student from becoming personally involved with the student's problems (Cage and Robertson, 1974). Research has shown that a student befriended by a teacher in time of trouble is more likely to stay in school. A teacher's caring and understanding are important factors in a successful dropout prevention program.

Involving Parents and Community

Schools need to create a resource file of parents, businesses, industries and other community citizens who are willing to share their experiences with potential dropouts. The school needs to invite adults, young and old, from all socio-economic levels to talk to the potential dropouts in a direct and honest manner. These students need to hear about the world of work, the relevance of learning and achieving, and the value of completing high school.

Potential dropouts, (as well as all students) should be taken on field trips to community business and industry. This first-hand experience provides an awareness of the expected work role, the value of an education and the relationship between the two. Potential dropouts need to know that the major reason people lose their job is the inability to get along with other people. This type of social behavior needs to be learned in the school setting before entering the work place.

Parents of potential dropouts need to be counseled and informed as to

how their influence on the student effects the ultimate decision to stay in school or to drop out. Parents need to understand the nature of the student's problem and its consequences, especially if the student chooses to leave school. The odds are high that one or both of the parents of a potential dropout were dropouts themselves. This increases the need for the school counselor or social worker to call on the parents and to help them understand the need for their child to stay in school.

Concerned Trained Staff Working Together

Administrator and Teacher Working Together

A DROPOUT PREVENTION PROGRAM TAKES:

Counselor and Student Working Together

Teacher and Student Working Together

Concerned Parents

III. AN ALTERNATIVE CLASSROOM FOR POTENTIAL DROPOUTS WITH DISCIPLINE PROBLEMS

The potential dropout may have one or more of the characteristics described in the first part of this section. The inability to read on level may well produce failing grades and a disinterest in school. Likewise, one or more of these attributes can lead to severe discipline problems. The student who is a potential dropout and also a discipline problem poses the biggest challenge to the school staff in implementing a potential dropout prevention program. These students often need to be removed from the regular classroom and taught in an alternative and, often considered, a non-traditional program.

Perhaps the simplest alternative program (classroom) to be recommended is just that--an Alternative Classroom. It is a self-contained class conducted for one or more periods and designed to provide a positive learning environment for students who are experiencing behavioral as well as academic problems in the regular classroom. The Alternative Classroom is under the supervision of a certified teacher who has demonstrated the personality necessary to cope and relate with this type student. The Alternative Classroom is not a detention hall or an alternative study hall, but a well-planned, conducted classroom where students are taught and counseled.

The teachers from whom the potential dropouts are absent provide assignments for the students to complete and the Alternative Classroom teacher serves as a teacher/tutor and facilitator. The assignments may or may not be the regular assignments completed by the classmates of the potential dropout. The potential dropout's regular teacher may wish to assign the student remedial or make-up work and have the student complete the regular assignments at a later time.

The potential dropouts are given the opportunity to return to their regular classes after a set number of days (determined by school policy). Some students, however, may be allowed to stay in the Alternative Classroom because of a personality conflict with the regular classroom teachers.

The Alternative Classroom can also serve as an In-school Suspension Program. Rather than sending students home for a period of time because of a serious offense (truancy, fighting, stealing, etc.), the student is placed in the Alternative Classroom and thus remains in school. A potential dropout who is often disruptive or truant wants to be suspended from school. Keeping the student in school eliminates that alternative.

IV. A DROPOUT PREVENTION PROGRAM

As stated earlier, not all potential dropouts are discipline problems. Some students who fall in the "critical area" on the "Dropout Alert Scale" or who have a low score on the School Sentiment Index may be well behaved. To keep these potential dropouts in school demands an alternative program to meet their needs. The following components of a Dropout Prevention Program are given with recommendations as to how the school administration and staff can provide these alternatives, as well as supplementary experiences to keep the students in school.

Dropout Prevention Program

Component 1. Reduce the course load of the low achiever and provide curriculum materials at the appropriate reading level. Most schools "push" low achievers out of school simply because these students cannot keep up with the rest of the class.

Component 2. Extend the time for the potential dropout to finish high school. Taking five years for this type student to finish high school is not inappropriate. Encourage the student to attend summer school to complete high school credits.

Component 3. Install a program to conscientiously improve the self-concept of potential dropouts. (Dr. Carl Weeden, Principal of the New Albany Middle School has developed such a validated program.) The program involves all teachers, homeroom

and classroom, in supportive, self-concept activities. Prepared materials are used in workshops with faculty and staff who are trained in the use of verbal and material strategies to enhance students' self-concepts. Teachers and administrators can improve the self-concept of students if a concentrated effort is made.

Component 4. Assign peer counselors to these students. (Mr. Tom Bailey, South Panola Consolidated Schools, has developed and implemented a valid program.) Many potential dropouts need friends in a new peer group and peer counselors can provide these social attributes. Potential dropouts need to improve their emotional and interpersonal relations.

Component 5. A program of career awareness, career orientation, career counseling and pre-employment skill training should be implemented (Mrs. Idabelle Ables, Amanda Elzy High School, Greenwood, has an excellent program.) As they have the highest probability of leaving school before graduation to enter the world of work, these students need a career education program.

Component 6. A program to accomodate potential dropouts who are traditionally late for school could be implemented. Some late arrivers to school have afternoon and night jobs which cause them to sleep late in the mornings. A program to allow them to come to school at 10:00 a.m. and stay until 5:00 p.m. could be considered. Teachers who traditionally stay late after school could be invited to participate in this phase of the Program or a special staff member could be hired to teach and counsel students at this time. The potential dropout is unlikely to give up his/her job in order to arrive at school on time.

Component 7. A program of home visitation to the potential dropout could be implemented. A cooperative effort between school and home is necessary to keep students in school. Parents need to know first-hand that the school is interested in

their child and in keeping him/her in school.

Component 8. A systematic program of telephoning all absentees should be implemented. This lets the student and parents know that the school is interested in the well-being of the student. This program covers the potential dropouts as well as all students.

Component 9. In conjunction with the components of home visitations and telephoning, the student government could create a committee whose responsibility is to telephone or visit personally with potential dropouts. The committee could be composed of friends of the potential dropouts. Peer pressure can be a positive force as well as a negative force.

Component 10. The attendance counselor program now in operation should be expanded to include the entire school. The counselor should not be a truant officer but someone who meets with parents and students in their home to talk about the advantages of being in school.

Why Should Students Stay In School?

- Greater Self-Respect
- Higher Income
- Advancement Opportunities
- Career Choices

V. FOR THOSE WHO CHOOSE NOT TO STAY

Evidence indicates that no matter what is done, some pupils will drop out of school anyway. A school climate conducive to the reduction of early school leaving should be characterized by a real concern for the welfare of those who, no matter what efforts are made, still leave. There should be a definite plan for helping the dropout make a good start in the outside world. Some ways that this might be done are to:

1. Arrange an interview with the pupil who intends to drop out of school; the student's parents should be involved when possible.
2. Review with the student the techniques of securing and maintaining a job.
3. Provide an overview of available services, such as state employment services and on-the-job training programs, if possible.
4. Put the dropout in touch with local employers who can offer the student opportunities with a future.
5. Provide counseling in order for the dropout to understand the responsibilities his/her decision mandates.
6. Show the dropout the need for ongoing counseling and the availability of this service in the community.
7. Point out ways in which the dropout may continue his/her education in adult education classes, the armed forces, business, or vocational schools. (Immediate referrals should be made to the director of adult education in the district by the school counselor.)

Dropouts should be made aware of the continuing interest of the school in their progress, and that they may be readmitted without censure should they so desire.

CONCLUSIONS

The purpose of this Manual is to present a strategy to assist schools in Mississippi in implementing a Dropout Prevention Program in grades K-12. The information in the Manual provides a definition of a dropout, a list of characteristics that predict potential dropouts, instruments for use in measuring the degree to which students tend to be dropout prone, and recommended programs for dealing with the potential dropout.

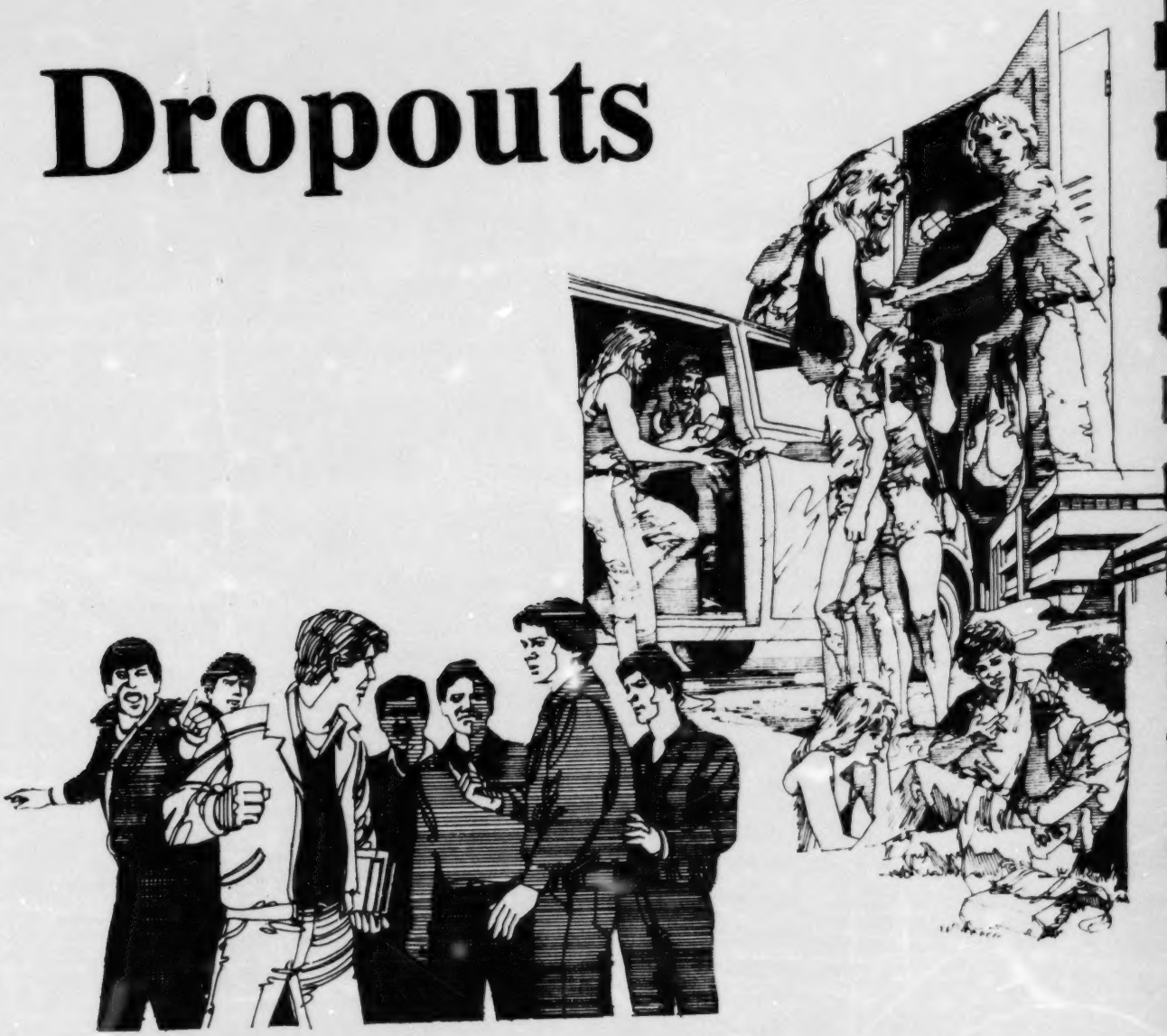
In the report of the Accreditation Task Force on Performance-Based Accreditation the standards governing school attendance are summarized and state that:

1. School board policy will include guidelines for programs designed to keep children in school voluntarily and to prevent dropouts.
2. School board budgetary activity reflects expenditures to implement provision of the Education Reform Act by providing school budget funds in an amount adequate to support programs for dropout prevention and school attendance.
3. There is evidence that the school administration develops a positive school learning climate by demonstrating that school buildings and classrooms are established as places of learning by monitoring the school district dropout prevention and school attendance program in effect in each of the schools.
4. There is evidence that the principal develops an effective learning atmosphere in the school by implementing a dropout prevention plan in the school.

It is evident that the State of Mississippi is supportive of a program to reduce the number of dropouts in its schools and to conscientiously

implement a program to assist potential dropouts from doing so. This Manual, along with the companion manual for inservice training, should be used to implement the standards in every school. Administration, faculty and staff are encouraged to expeditiously implement the program presented herein.

Dropouts



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APPENDIX A

ELEMENTARY SCHOOL PUPIL ADJUSTMENT SCALE
(ESPAS)

Yes	No	The Pupil:
___	___	1. Tends to blame the teacher for not providing enough help.
___	___	2. Has a hostile attitude toward the teacher.
___	___	3. Acts rebellious and defiant.
___	___	4. Makes fun of the material being taught.
___	___	5. Has to be reprimanded and/or corrected on a regular basis.
___	___	6. Physiclly harrasses (pokes, tickles, etc.) his/her classmates.
___	___	7. Obstructs the work of his/her classmates.
___	___	8. Tells lies regularly.
___	___	9. Tends to be destructive toward classroom property.
___	___	10. Does not listen; interrupts when others are talking.
___	___	11. Has a short attention span.
___	___	12. Gets emotionally upset easily.
___	___	13. Copies from the work of others.
___	___	14. Complains frequently to the teacher.
___	___	15. Has trouble changing from one task to another.
___	___	16. Tends to withdraw; daydream
___	___	17. Exhibits physiological symptoms (nausea, stomach ache, headache) in the face of stress.
___	___	18. Has difficulty following task directions.
___	___	19. Is ultrasensitive to criticism.
___	___	20. Does sloppy work.
___	___	21. Sees schoolwork as too hard.
___	___	22. Gives up quickly on a task.
___	___	23. Is slow to complete a task.
___	___	24. Seems to be "in his/her own world."
___	___	25. Is easily led into dubious behaviors.

How to Use the ESPAS*

1. If you as the teacher begin to sense that a particular pupil is not functioning well in class, fill out the ESPAS on the pupil.

2. Repeat the process one to two weeks later, without looking at your first score on the ESPAS.

3. If after two observations your scores are fairly consistent, you have identified a pupil who has not adjusted properly. It is especially noteworthy when
   a) you have marked 10 or more items affirmatively; or
   b) you have marked items 11, 12, 16, 17, 21, and/or 24 affirmatively.

4. When a pupil is identified, you may wish to:
   a) set a parent conference within which the parents and you develop a strategy of extraordinary assistance to the pupil.
   b) make specific adjustment in the school program of the youngster, and
   c) implement the school program for potential dropouts.

* This instrument was adapted from the Devereux Elementary School Behavior Rating Scale, Devereux Foundation Press, Devon, PA; the Vineland Social Maturity Scale, American Guidance Services, Circle Pines, MN; and the Adaptive Behavior Scale, Grune and Stratton Publishers, New York, NY.

APPENDIX B

THE DROPOUT ALERT SCALE
(DAS)

1. How old are you? ____
2. Are you failing any of your subjects this semester?
   ____none ____one ____two ____three
3. How many subjects have you failed prior to this semester?
   ____none ____one ____two ____three
4. How much time do you spend reading a day?
   ____two hours or more ____one hour ____30 minutes
   ____fewer than 30 minutes ____none
5. Have you ever failed a grade in elementary school?
   ____none ____one ____two ____more than two
6. Are you getting enough out of school?
   ____usually ____seldom ____never
7. How many days have you missed school this year?
   ____0-9 days ____10-19 days ____20-30 days
   ____more than 30 days
8. Do you like the other students in your classes?
   ____almost all of them ____most of them
   ____a few of them ____almost no one
9. How do you like school?
   ____very much ____much ____little ____very little
10. Do you attend school ball games, dances, parties, etc.?
    ____never ____seldom ____often ____very often
11. How do you think your teachers like you?
    ____very much ____much ____little ____very little
12. How well do you like your teachers?
    ____very much ____much ____little ____very little
13. How do you get along with other students in your class?
    ____very well ____well ____not very well ____not at all
14. How many friends do you have in school?
    ____more than 15 ____10-15 ____5-9 ____less than 5

15. To how many school teams or clubs do you belong?

____none ____1-2 ____3-4 ____more than 4

16. How far did your father go in school?

____12th grade or higher ____8th to 11th grade

____1 to 7th grade ____did not go to school.

17. How far did your mother go in school?

____12th grade or higher ____8th to 11th grade

____1 to 7th grade ____did not go to school.

18. Do you think your parents:

____want you to finish high school

____don't care if you do or do not finish high school

____discourage you from finishing high school

19. In your school work do your parents:

____encourage you often ____encourage you sometimes

____rarely encourage you ____discourage you

20. Do you live with: ____both your mother and father

____either your mother or father ____other relatives

____with no relatives

21. Do you work outside of school?

____on a regular basis ____sometimes

____rarely ____never

22. How many brothers and sisters do you have?

____none ____1-2 ____3-4 ____more than four

23. Do you feel tired?

____never ____seldom ____often ____very often

24. Do you have any trouble with the other students or teachers?

____never ____seldom ____often ____very often

25. Have you ever been sick?

____never ____seldom ____often ____very often

26. Do you feel your teachers are fair to you?

____very often ____often ____seldom ____never

27. Is it important to you that you graduate from high school?

____very important ____important ____not very important

28. Do you think you will graduate from high school?

____yes ____probably ____doubtful ____no

29. Do you do your homework?

____very often ____often ____seldom ____never

30. Do you belong to any organization such as 4-H, Boy Scouts, church groups, etc.?

____none ____1-3 ____4-5 ____more than 5

*Mathis, Debely: The Dropout Proneness Scale: The Development Of An Instrument to Predict a Dropout. University of Mississippi, May, 1976.

Note: The scoring and editorial changes were developed by Dr. Grady E. Harlan and Dr. Dudley E. Sykes.

SCORING KEY FOR
THE DROPOUT ALERT SCALE
(DAS)

Score

1. How old are you? (0) Same age as class mates ____
   (1) One year older (2) Two years older
   (3) Three years or more older
2. Are you failing any of your subjects this semester? ____
   (0) none (1) one (2) two (3) three
3. How many subjects have you failed prior to this semester? ____
   (0) none (1) one (2) two (3) three
4. How much time do you spend reading a day? ____
   (0) two hours or more (1) one hour (2) 30 minutes
   (3) fewer than 30 minutes (4) none
5. Have you ever failed a grade in elementary school? ____
   (0) none (2) one (4) two (8) more than two
6. Are you getting enough out of school? ____
   (0) usually (1) seldom (2) never
7. How many days have you missed school this year? ____
   (0) 0-9 days (2) 10-19 days (4) 20-30 days
   (8) more than 30 days
8. Do you like the other students in your classes? ____
   (0) almost all of them (1) most of them
   (2) a few of them (3) almost no one
9. How do you like school? ____
   (0) very much (1) much (2) little (3) very little
10. Do you attend school ball games, dances, parties, etc.? ____
    (3) never (2) seldom (1) often (0) very often
11. How do you think your teachers like you? ____
    (0) very much (1) much (2) little (3) very little

12. How well do you like your teachers? ____

(0) very much (1) much (2) little (3) very little

13. How do you get along with other students in your class? ____

(0) very well (1) well (2) not very well (3) not at all

14. How many friends do you have in school? ____

(0) more than 15 (1) 10-15 (2) 5-9 (3) less than 5

15. To how many school teams or clubs do you belong? ____

(8) none (4) 1-2 (2) 3-4 (0) more than 4

16. How far did your father go in school? ____

(0) 12th grade or higher (2) 8th to 11th grade

(4) 1 to 7th grade (8) did not go to school.

17. How far did your mother go in school? ____

(0) 12th grade or higher (2) 8th to 11th grade

(4) 1 to 7th grade (8) did not go to school.

18. Do you think your parents: ____

(0) want you to finish high school

(2) don't care if you do or do not finish high school

(4) discourage you from finishing high school

19. In your school work do your parents: ____

(0) encourage you often (1) encourage you sometimes

(2) rarely encourage you (3) discourage you

20. Do you live with: (0) both your mother and father ____

(1) either your mother or father (2) other relatives

(3) with no relatives

21. Do you work outside of school? ____

(3) on a regular basis (2) sometimes

(1) rarely (0) never

22. How many brothers and sisters do you have? ____

(0) none (1) 1-2 (2) 3-4 (3) more than four

23. Do you feel tired? ____

(0) never (1) seldom (2) often (3) very often

24. Do you have any trouble with the other students or teachers? ____

(0) never (1) seldom (2) often (3) very often

25. Have you ever been sick? ____

(0) never (1) seldom (2) often (3) very often

26. Do you feel your teachers are fair to you? ____

(0) very often (1) often (2) seldom (3) never

27. Is it important to you that you graduate from high school? ____

(0) very important (1) important (2) not very important

28. Do you think you will graduate from high school? ____

(0) yes (1) probably (2) doubtful (3) no

29. Do you do your homework? ____

(0) very often (1) often (2) seldom (3) never

30. Do you belong to any organization such as 4-H, Boy Scouts, church groups, etc.? ____

(3) none (2) 1-3 (1) 4-5 (0) more than 5

*Mathis, Debely: The Dropout Proneness Scale: The Development Of An Instrument to Predict a Dropout. University of Mississippi, May, 1976.

Note: The scoring and editorial changes were developed by Dr. Grady E. Harlan and Dr. Dudley E. Sykes.

How to use the results: A score of 39 or greater indicates a strong potential dropout candidate. A score of 19 to 38 indicates moderate potential for a dropout. Special attention should be given to items 1, 2, 3, 7, 10, 15, 16 and 17 as they are highly predictive of dropouts.

When a score of 39 or greater is found, the teacher should contact the school counselor and the Dropout Prevention Program should be implemented for the student.

APPENDIX C

SCHOOL SENTIMENT INDEX

Secondary Level

(SSI)

Directions: For each statement, indicate the extent to which you agree or disagree by marking the answer sheet:

A If you strongly agree

B If you agree

C If you disagree

D If you strongly disagree

For example:

1. My classes are too easy.

If you disagree with the statement you should mark C on the answer sheet. If you strongly agree with the statement you would mark A on the answer sheet.

There are no right or wrong answers, so respond to each item as honestly as you can.

1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
2. I do my best in school because I can get ahead in the world with a good education.
3. Most of my teachers seem interested in the things I do outside of school.
4. Each morning I look forward to coming to school.
5. My school has too many rules.
6. Most of my teachers do not allow students much choice in what they study in class.
7. I often feel rushed and nervous at school.
8. Most of my teachers give assignments that are too difficult.
9. Students here are not as friendly as in other schools.

10. Most of my teachers try to make their subjects interesting to me.
11. I hate having to do my homework.
12. My teachers are interested in what I have to say.
13. It is clear to me why I shouldn't drop out of school.
14. This school is run like a prison.
15. In most of my classes I have the opportunity to choose assignments which are most interesting to me.
16. I have signed up for a subject just because it seemed like it would be interesting.
17. Most of my teachers give assignments that are just busy work.
18. I enjoy working on class projects with other students.
19. Most of my teachers really like their subjects.
20. I would rather play a game that I already know than learn a new one.
21. Most of my teachers seem personally concerned about me.
22. I enjoy learning in school more than learning on my own.
23. I don't usually enjoy working on puzzles and trying to solve difficult problems.
24. I think there is too much pressure in school.
25. Most of my teachers will accept suggestions from their students.
26. School is a good place for making friends.
27. I like the challenge of a difficult assignment.
28. Most of my teachers don't try very hard to understand young people.
29. Skipping school whenever I can doesn't really bother me.
30. I find it difficult to start working on my assignments until they are almost done.
31. I'm very interested in what goes on at this school.
32. Most of the decisions in my classes are made by the teachers.
33. My teachers ask me to memorize too many facts.
34. There are other reasons for going to school besides just learning.

35. There are important subjects not taught in school now which I would be interested in taking if they were offered.
36. Students have a voice in determining how this school is run.
37. Most of my teachers have encouraged me to think for myself.
38. I think most of my teachers are fair to me.
39. I generally try to get involved in many school activities.
40. Most of my teachers give me some idea of what will be on their tests.
41. I really like most of the kids at this school.
42. My teachers don't allow me to be as creative as I am able to be.
43. Most of my teachers do not recognize my right to a different opinion.
44. It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.
45. Even if I wanted to join certain groups here at school, I just wouldn't be accepted.
46. I enjoy talking to many of my teachers after class.
47. Most of my teachers are critical of the way young people dress or talk.
48. In order to win an office at this school you've got to be in the right crowd.
49. Many of my teachers frequently show a lack of preparation.
50. It isn't difficult for a new student to find friends here.
51. Many of my teachers could be trusted if I discussed a personal problem with them.
52. My favorite classes, regardless of subject, are those in which I learn the most.
53. School is important to me because I find many of the things I learn are useful outside of school.
54. School is just a place to keep kids off the street.
55. Our school is so large, I often feel lost in the crowd.
56. I usually get the grade I deserve in a class.
57. Teachers are usually the friendliest with the bright students.

58. I try to do good work in my classes because you never know when the information will be useful.
59. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.
60. There are enough different groups here at school for any type of student to find friends.
61. Most of my teachers make it clear about how much the students can "get away with" in class.
62. I enjoy the social life here.
63. Everyone knows who the real losers are in this school.
64. There are many closed groups of students here.
65. Most of my teachers like working with young people.
66. Sometimes I just can't put a book down until I am finished with it.
67. Most of my teachers are too concerned with discipline sometimes.
68. It is difficult for me to see my education as a stepping stone to future success.
69. At school, other people really care about me.
70. If I thought I could win, I'd like to run for an elected student body office.
71. Most of my teachers will discuss any changes made to my grade.
72. Most of my teachers just don't care about students if they're not going to college.
73. I usually never do more school work than just what is assigned.
74. Most of the teachers at my school cannot control their classes.
75. It is possible to be popular in school and also be an individualist.
76. Lunch time at school is not fun.
77. Many of my teachers are often impatient.
78. If I had the choice, I wouldn't go to school at all.
79. Many of my teachers have "pets."

80. Most of my teachers often waste too much time explaining things.
81. Occasionally, I have discovered things on my own that were related to some of my school subjects.
82. If school were more related to the skills I'll need after I graduate, I might be more interested.

The School Sentiment Index was taken from Attitude Toward School K-12, Revised Edition. Instructional Objectives Exchange, Los Angeles, CA.

SCHOOL SENTIMENT INDEX
Secondary Level
(SSI)

How to Analyze the Results Using the scoring system of one point for "Strongly Disagree," two points for "Disagree," three points for "Agree," and four points for "Strongly Agree," a total score for each of seven factors can be found. Apply the range given below to determine the strength of the student's attitude toward the various characteristics in each of the factors.

The result of this Index should be helpful in identifying students who do not relate well to school and who may be potential dropouts.

I. Teacher:

A. Mode of Instruction N=15 items (1, 8, 10, 17, 19, 25, 32, 33, 37, 40, 44, 49, 56, 75, 80)

50-60 indicates a very favorable attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

38-49 indicates a favorable attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

26-37 indicates a negative attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

15-25 indicates a very negative attitude toward the teacher in terms of adequacy, appropriateness, fairness of instruction and grading

B. Authority and Control N=10 items (6, 15, 38, 42, 43 59, 61, 67, 71, 74)

33-40 indicates a very favorable attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

25-32 indicates a favorable attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

17-24 indicates a negative attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

10-16 indicates a very negative attitude toward the teacher in terms of fairness, effectiveness, manner, and allowance for pupil participation

C. Interpersonal Relationship with Students N=12 items (3, 12, 21, 28, 46, 47 51, 57, 65, 72, 77, 79)

39-48 indicates a very favorable attitude toward the teacher in terms of consideration, friendliness and concern
30-38 indicates a favorable attitude toward the teacher in terms of consideration, friendliness and concern
21-29 indicates a negative attitude toward the teacher in terms of consideration, friendliness and concern
12-20 indicates a very negative attitude toward the teacher in terms of consideration, friendliness and concern

II. Learning: N=11 items (11, 20, 23, 27, 30, 34 35, 52, 66, 73, 81)

37-44 strongly indicates an expressed tendency to approach rather than avoid learning-related activities
28-36 indicates an expressed tendency to approach
19-27 indicates an expressed tendency to avoid
11-18 strongly indicates an expressed tendency to avoid rather than to approach learning-related activities.

III. Social Structure and Climate: N=15 items (5, 7, 14, 16, 24 31, 36, 39, 48, 55 60, 63, 69, 70, 76)

50-60 indicates a very favorable attitude toward the bureaucracy, school organization, traditions, and activities
38-49 indicates a favorable attitude toward the bureaucracy, school organization, traditions, and activities
26-37 indicates a negative attitude toward the bureaucracy, school organization, traditions, and activities
15-25 indicates a very negative attitude toward the bureaucracy, school organization, traditions, and activities

IV. Peer: N=8 items (9, 18, 26, 41, 45, 50, 60, 64)

27-32 indicates a very favorable attitude toward their peer relations in the school context
21-26 indicates a favorable attitude toward their peer relations in the school context
14-20 indicates a negative attitude toward their peer relations in the school context
8-13 indicates a very negative attitude toward their peer relations in the school context

V. General: N=11 items (2, 4, 13, 22, 29, 53 54, 58, 68, 78, 82)

37-44 indicates a very favorable attitude toward the general notion of "school"

28-36 indicates a favorable attitude toward the general notion of "school"

19-27 indicates a negative attitude toward the general notion of "school"

11-18 indicates a very negative attitude toward the general notion of "school"

The following items are scored (4) for strongly agree, (3) for agree, (2) for disagree and (1) for strongly disagree: 1, 2, 3, 4, 10, 12, 13, 15, 16, 18, 19, 20, 21, 22, 25, 26, 27, 31, 34, 35, 36, 37, 38, 39, 40, 41, 46, 50, 51, 52, 53, 56, 58, 59, 60, 61, 62, 65, 66, 69, 70, 71, 75, 81. The remaining items are scored (1) for strongly agree, (2) for agree, (3) for disagree and (4) for strongly disagree: 5, 6, 7, 8, 9, 11, 14, 17, 23, 24, 28, 29, 30, 32, 33, 42, 43, 44, 45, 47, 48, 49, 54, 55, 57, 63, 64, 67, 68, 72, 73, 74, 76, 77, 78, 79, 80 and 82.

An answer sheet is given on page 67 and a template for scoring the items is given on page 68.

Answer Sheet

	A	B	C	D
1.	::	::	::	::
2.	::	::	::	::
3.	::	::	::	::
4.	::	::	::	::
5.	::	::	::	::
6.	::	::	::	::
7.	::	::	::	::
8.	::	::	::	::
9.	::	::	::	::
10.	::	::	::	::
11.	::	::	::	::
12.	::	::	::	::
13.	::	::	::	::
14.	::	::	::	::
15.	::	::	::	::
16.	::	::	::	::
17.	::	::	::	::
18.	::	::	::	::
19.	::	::	::	::
20.	::	::	::	::
21.	::	::	::	::
22.	::	::	::	::
23.	::	::	::	::
24.	::	::	::	::
25.	::	::	::	::
26.	::	::	::	::
27.	::	::	::	::
28.	::	::	::	::

	A	B	C	D
29.	::	::	::	::
30.	::	::	::	::
31.	::	::	::	::
32.	::	::	::	::
33.	::	::	::	::
34.	::	::	::	::
35.	::	::	::	::
36.	::	::	::	::
37.	::	::	::	::
38.	::	::	::	::
39.	::	::	::	::
40.	::	::	::	::
41.	::	::	::	::
42.	::	::	::	::
43.	::	::	::	::
44.	::	::	::	::
45.	::	::	::	::
46.	::	::	::	::
47.	::	::	::	::
48.	::	::	::	::
49.	::	::	::	::
50.	::	::	::	::
51.	::	::	::	::
52.	::	::	::	::
53.	::	::	::	::
54.	::	::	::	::
55.	::	::	::	::
56.	::	::	::	::

	A	B	C	D
57.	::	::	::	::
58.	::	::	::	::
59.	::	::	::	::
60.	::	::	::	::
61.	::	::	::	::
62.	::	::	::	::
63.	::	::	::	::
64.	::	::	::	::
65.	::	::	::	::
66.	::	::	::	::
67.	::	::	::	::
68.	::	::	::	::
69.	::	::	::	::
70.	::	::	::	::
71.	::	::	::	::
72.	::	::	::	::
73.	::	::	::	::
74.	::	::	::	::
75.	::	::	::	::
76.	::	::	::	::
77.	::	::	::	::
78.	::	::	::	::
79.	::	::	::	::
80.	::	::	::	::
81.	::	::	::	::
82.	::	::	::	::

Scoring Template

A B C D	A B C D	A B C D
1. 4:: 3:: 2:: 1::	29. 1:: 2:: 3:: 4::	57. 1:: 2:: 3:: 4::
2. 4:: 3:: 2:: 1::	30. 1:: 2:: 3:: 4::	58. 4:: 3:: 2:: 1::
3. 4:: 3:: 2:: 1::	31. 4:: 3:: 2:: 1::	59. 4:: 3:: 2:: 1::
4. 4:: 3:: 2:: 1::	32. 1:: 2:: 3:: 4::	60. 4:: 3:: 2:: 1::
5. 1:: 2:: 3:: 4::	33. 1:: 2:: 3:: 4::	61. 4:: 3:: 2:: 1::
6. 1:: 2:: 3:: 4::	34. 4:: 3:: 2:: 1::	62. 4:: 3:: 2:: 1::
7. 1:: 2:: 3:: 4::	35. 4:: 3:: 2:: 1::	63. 1:: 2:: 3:: 4::
8. 1:: 2:: 3:: 4::	36. 4:: 3:: 2:: 1::	64. 1:: 2:: 3:: 4::
9. 1:: 2:: 3:: 4::	37. 4:: 3:: 2:: 1::	65. 4:: 3:: 2:: 1::
10. 4:: 3:: 2:: 1::	38. 4:: 3:: 2:: 1::	66. 4:: 3:: 2:: 1::
11. 1:: 2:: 3:: 4::	39. 4:: 3:: 2:: 1::	67. 1:: 2:: 3:: 4::
12. 4:: 3:: 2:: 1::	40. 4:: 3:: 2:: 1::	68. 1:: 2:: 3:: 4::
13. 4:: 3:: 2:: 1::	41. 4:: 3:: 2:: 1::	69. 4:: 3:: 2:: 1::
14. 1:: 2:: 3:: 4::	42. 1:: 2:: 3:: 4::	70. 4:: 3:: 2:: 1::
15. 4:: 3:: 2:: 1::	43. 1:: 2:: 3:: 4::	71. 4:: 3:: 2:: 1::
16. 4:: 3:: 2:: 1::	44. 1:: 2:: 3:: 4::	72. 1:: 2:: 3:: 4::
17. 1:: 2:: 3:: 4::	45. 1:: 2:: 3:: 4::	73. 1:: 2:: 3:: 4::
18. 4:: 3:: 2:: 1::	46. 4:: 3:: 2:: 1::	74. 1:: 2:: 3:: 4::
19. 4:: 3:: 2:: 1::	47. 1:: 2:: 3:: 4::	75. 4:: 3:: 2:: 1::
20. 4:: 3:: 2:: 1::	48. 1:: 2:: 3:: 4::	76. 1:: 2:: 3:: 4::
21. 4:: 3:: 2:: 1::	49. 1:: 2:: 3:: 4::	77. 1:: 2:: 3:: 4::
22. 4:: 3:: 2:: 1::	50. 4:: 3:: 2:: 1::	78. 1:: 2:: 3:: 4::
23. 1:: 2:: 3:: 4::	51. 4:: 3:: 2:: 1::	79. 1:: 2:: 3:: 4::
24. 1:: 2:: 3:: 4::	52. 4:: 3:: 2:: 1::	80. 1:: 2:: 3:: 4::
25. 4:: 3:: 2:: 1::	53. 4:: 3:: 2:: 1::	81. 4:: 3:: 2:: 1::
26. 4:: 3:: 2:: 1::	54. 1:: 2:: 3:: 4::	82. 1:: 2:: 3:: 4::
27. 4:: 3:: 2:: 1::	55. 1:: 2:: 3:: 4::	
28. 1:: 2:: 3:: 4::	56. 4:: 3:: 2:: 1::	